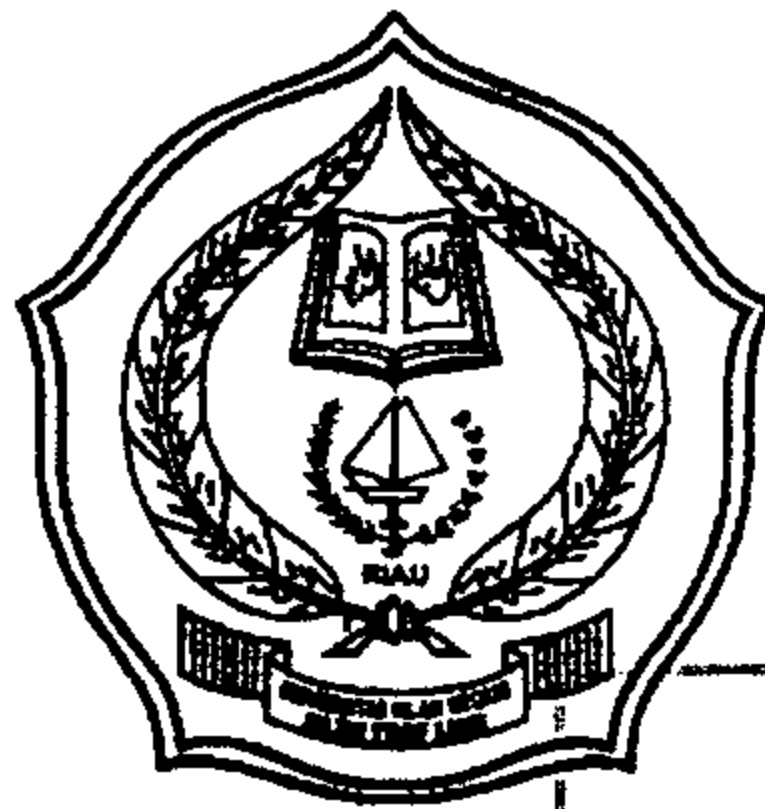


**THE DIFFICULTIES ENCOUNTERED BY THE SECOND  
YEAR STUDENTS USING ADVERBS OF MANNER  
IN SENTENCES AT SMA N 1 KATEMAN  
SUNGAI GUNTUNG**



By

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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H / 2010 M**

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YEAR STUDENTS USING ADVERBS OF MANNER  
IN SENTENCES AT SMA N 1 KATEMAN  
SUNGAI GUNTUNG**

Thesis

Submitted to Fulfill One of Requirements  
for Undergraduate Degree in English Education



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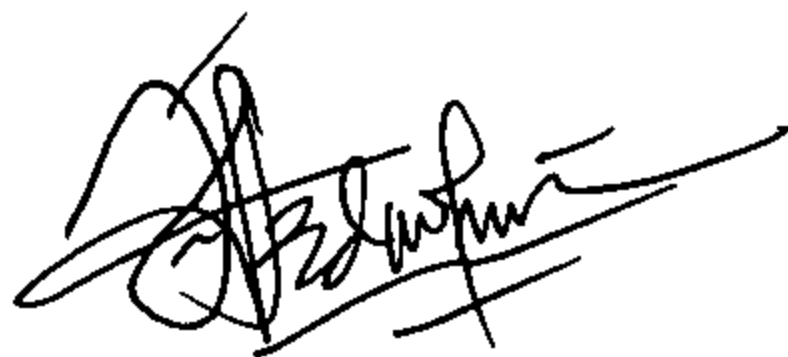
## SUPERVISOR APPROVAL

The thesis entitled *The Difficulties Encountered by The Second Year Students Using Adverbs of Manner in Sentences at SMA N 1 Kateman Sungai Guntun*, is written by Agusman. It is approved to be examination in the meeting of the final examination of undergraduate committee of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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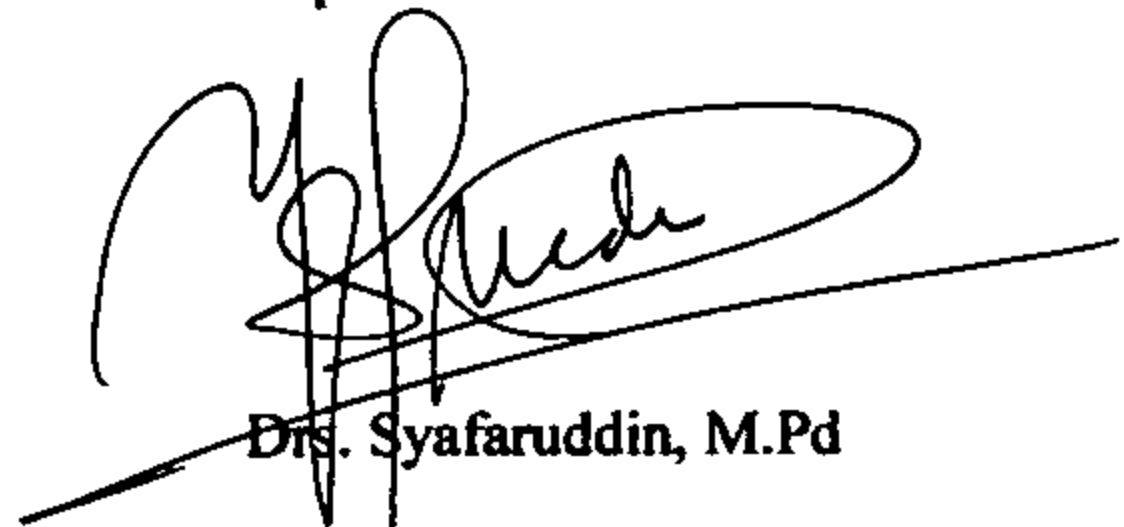
Approved

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## EXAMINER APPROVAL

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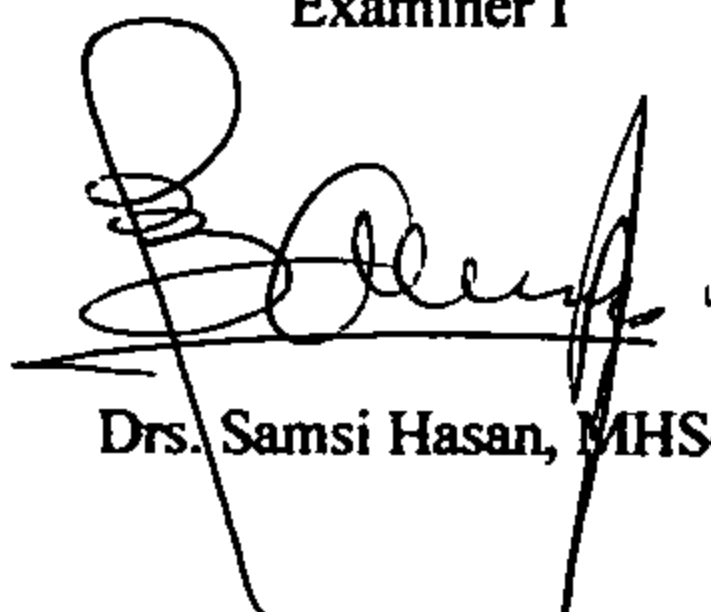
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Pekanbaru, February 26, 2010 M

The Researcher

**AGUSMAN**

## ABSTRACT

The thesis entitled *The Difficulties Encountered by The Second Year Students Using Adverbs of Manner in Sentences at SMA N 1 Kateman, Sei. Guntung Indragiri hilir.*

In this era, students must realized that English is an important language to learn because by mastering English well, they will be easy to learn and to know about science or knowledge from the native speaker. Briefly, they will be easy to connect with foreign cultures. English is the most powerful language in the world. It is used to develop many aspects of life, especially science, trade and politics. Most of significant book that are needed for development of science and technology are written in English. Therefore, English is taught in all levels of education in our country.

Actually there are many parts of speech of english, namely; noun, pronouns, adjectives, verbs, adverbs, preposition, conjunction, and interjection. But in this study, the writer will only focus on the theory dealing with adverbs, especially, adverbs of manner. the writer obtain the percentage of difficulties in answering the test by using the formula; (Sudijono, Anas 1994 : 40).

$$P = \frac{\sum fx}{N} \times 100\%$$

Explanation:

P= Percentage

F= Frequency

N= Number of Respondents

Because the frequency more than one, the formula becomes;

$$P = \frac{\sum fx}{N} \times 100\%$$

Explanation:

P= Percentage of Difficulties

F= Frequency of Difficulties

N= Total number of respondents

In addition, to know whether the research is accepted or rejected, the score is analyzed. Here the writer presents the table of each difficulty tested in answering about adverbs of manner . To show the percentage of students who get mistake in answering the items test.

In this research, the writer tries to recognize how the students' difficulties in using adverbs of manner in sentences. Based on the preliminary study, the studens have some difficulties in using adverbs of manner in sentences. It can be seen from the symptoms that the students still should be taught adverbs of manner only ending by 'ly'. In fact, not all adverbs of manner ending by 'ly'.

Based on the symptom above, the writer is intersted in carrying out this study. Futhermore, it appeared problem that should be recognize and be solved. This study was carried out at the second year students of SMA N 1 Kateman Sei. Guntung Indragiri Hilir. The number of population is 42 students. Since the number of population is small, the writer took all of students as sample.

## ملخص

وموضوع البحث .....المشكلات فى استعمال اسم الحال السلوك  
(Adverb of Manners) للتلاميذ فصل الثانى بالمدرسة العالية الحكومية 1

كاتب

سي كونتونج إندر اغري هليز.

وفى هذا العصرى من لوازم التلاميذ أن يتعلم اللغة الإنجليزية ومنها تسلمهم فى التعلم ومعرفة التكنولوجيا أو العلوم من المتكلم الأصلي. وكذلك يقدر أن يتصل بالطبيعية العالمية. فاللغة الإنجليزية ضرورية اللغة فى العالم، ومستعلمة فى أحوال الحياة شتى وخاصة التكنولوجيا والبيع والسياسة. فكثير من كتب التكنولوجيا والعلوم كتبت بالإنجليزية وأيضا الإنجليزية وضعت لكل أنواع التربية فى بلادنا. ومن قواعد اللغة الإنجليزية فيها: اسم الآلة، واسم الضمير، واسم الصفة، واسم الفعل، وحروف الجر، واسم الموصول، وفعل التعجب. ولكن من هذا لبحث راجع فى علم عن الحال، وخاصة فى حال السلوك. والكاتب وضع المشكلة بنسبة فى المائة من إجابة أسئلة الإمتحان باستعمال الرمز: (أناس سوجيونو، 1994:40).

P: X %100  
N

بيان الرمز:  
= نسبة فى المائة  
= التكرار  
= نمرة الممتحن

لأن زاد التكرار من واحد وصار الرمز:

بيان الرمز:  
= نسبة فى المائة عن المشكلات  
= تكرار المشكلات  
= جميع نمرة الممتحن

وغيرها لمعرفة هل البحث الموصول أو عكسه وبطريقة التحليل. وهنا وضع الكاتب المكونات عن المشكلات عند إجابة حال السلوك (Verb of Manner) لنظر النسبة فى المائة فيمن يخطأ فى إجابة أسئلة الإمتحان لدى التلاميذ.



فى البعث ءرب الباعء أن فءع ماذا صعوباء الءلامفء فى اسءعمال ءال السلوك فى الجملة المففءة. وفى مقءمة البعث أن الءلامفء فسءءءم الصعوباء عئء اسءعمال ءال السلوك فى الجملة. نظر منها أنهم فسءءءم ءال السلوك بأءر "ly". وفى الواقع لفس كل ءال فسءعمل بءرف "ly".

من أساس الواقع ءءفءا أن الباعء فوء الءللل فى بعءه. أن من هءه المشكلة سفلل وفعالف منه. والبعء فوضع فى المءرسة العالفة الءكومية 1 للءلامفء فصل الءانى كاءفمن سى كونءونء انءراغرف هلفر وعءءهم للعنفة 42 ءلمفءا، لأن قلّ عءء الءلامفء وءعل الباعء المءل من ءمفعهم.

## ABSTRAKSI

Skripsi ini berjudul "*Kesulitan yang Dihadapi Siswa Kelas Dua (kelas 11) Menggunakan Adverbs of Manner di Dalam Kalimat di SMA N 1 Kateman, Sungai Guntung Indragiri Hilir.*"

Pada saat ini, para siswa harus menyadari bahwa Bahasa Inggris adalah bahasa yang penting untuk dipelajari karena dengan menguasai Bahasa Inggris dengan baik, mereka akan mudah untuk mempelajari dan mengetahui ilmu atau pengetahuan dari narasumber. Singkat kata, mereka akan mudah berhubungan dengan budaya asing. Bahasa Inggris adalah bahasa yang sangat kuat pengaruhnya di dunia. Bahasa Inggris digunakan untuk mengembangkan berbagai macam aspek kehidupan, khususnya ilmu pengetahuan, perdagangan dan politik. Kebanyakan buku-buku yang memerlukan pengembangan ilmu pengetahuan dan teknologi di tulis dalam Bahasa Inggris. Oleh karena itu, Bahasa Inggris diajarkan dalam semua tingkatan pendidikan di negara kita.

Dalam Bahasa Inggris terdapat banyak parts of speech (Jenis Kata dalam Bahasa Inggris), seperti; kata benda, kata ganti, kata sifat, kata kerja, kata keterangan, kata depan, kata penghubung, dan kata seru. Tetapi dalam penelitian ini, penulis hanya akan memfokuskan kepada adverb, khususnya adverbs of manner. Penulis memperoleh persentase kesulitan di dalam menjawab test (soal) dengan menggunakan rumus; (Sudijono, Anas 1994:40).

$$P = \frac{\sum fx}{N} \times 100\%$$

Penjelasan:

P= Persentase

F= frekwensi

N= Jumlah responden

Because the frequency more than one, the formula becomes;

$$P = \frac{\sum fx}{N} \times 100\%$$

Explanation:

P= Persentase Kesulitan

F= Frekwensi Kesulitan

N= Jumlah Keseluruhan responden

Dalam penelitian ini, penulis mencoba mengenali bagaimana kesulitan siswa dalam menggunakan adverbs of manner dalam kalimat. Berdasarkan study permulaan, siswa memiliki beberapa macam kesulitan didalam menggunakan adverbs of manner didalam kalimat. Itu dapat dilihat dari gejala-gejala yang ada bahwa siswa masih berpikiran bahwa adverbs of manner selalu diakhiri dengan akhiran 'ly'. Pada kenyataannya, tidak semua adverbs of manner diakhiri dengan 'ly'.

Berdasarkan gejala tersebut, penulis tertarik untuk menelitinya. Selanjutnya, masalah muncul yang harus dikenali dan diatasi. Studi ini dilakukan pada siswa kelas dua (kelas 11) SMA N 1 Kateman Sungai Guntung, Indragiri Hilir. Jumlah keseluruhan siswa adalah 42 orang. Karena jumlah siswa yang sedikit, maka penulis mengambil keseluruhannya sebagai sample.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. BACKGROUND OF THE PROBLEM**

English is a generally acknowledged to be the most important language in the world. It is used as international communication. It also plays an important role in developing many aspects of life; such as in science, trade, politics and every branch of human thought.

In this era, students must realized that English is an important language to learn because by mastering English well, they will be easy to learn and to know about science or knowledge from the native speaker. Briefly, they will be easy to connect with foreign cultures. English is the most powerful language in the world. It is used to develop many aspects of life, especially science, trade and politics. Most of significant book that are needed for development of science and technology are written in English. Therefore, English is taught in all levels of education in our country.

English one of the compulsory subjects at Senior High School. Means, Senior High School students are expected to have some skills in English like reading, listening, speaking and writing. The primarily goal of learning English for students is to make them have the knowledge of English and have English capability of using actively the four language skills. Learning English, of course acquiring the language skills. In orders to master the four English language skills, first of all the students have to understand the English grammar because it is very



important to know in practicing language. The rules of the language is to help them form acceptable expressions in sentences.

Today, one of the most popular languages in the world is English. Warschauer (2004) says that the process in the globalization era has driven English from being an international language to become a truly global one, spoken and used more broadly than any other languages in world history. Indonesia, as a member of hundreds nations in the world, also use English as an international means of communication. Crystal (in Warschauer, 2004) says that 85% on international organizations in the world makes English as the official language, at least 85% of the world's film market is in English, and more than 65% of scientific papers in several important academic fields are published in English.

To show the seriousness that English is important to be learned by Indonesian, the Indonesian government decides that English is taught not only in junior high school up to the first year of college anymore, but also in the beginning of the second year in some primary schools as a local content subject. UU No.20 in year 2003 clarifies that the curriculum of the basic education must include English as one of the compulsory subjects that should be taught from elementary school up to college.

The objective of teaching English is develop the four language skills reading, listening, speaking and writing. They must be supported by good grammar. Good grammar make someone' English perfect and correct.

To master English is not easy. We have learn everything dealing with the language. Nowadays, the difficulties of the students in learning English depend on

their difficulties in mastering English grammar. Because one will not understand a sentence if he/she does not master grammatical aspects. Grammar (structure) is a way in which the combination of the words to be put together in sentences and the form of words (A.S. Hornby, 1974:375). According to Brown (1994:347) grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. And according to Swan (in Sri Lestari's thesis, 1980:15 ) grammar is the rule how the words are changed to show different meanings and how they are combined into sentences. Grammar is as constituents of English which directly related to students' ability in understanding English. It is not only in English but also in other languages. As Penny Ur (in Sri Lestari theis, 1988:4) says that there is set of rules that governs how units of meaning may be constructed in any language. English learner who is not familiar with grammar, he/she will not be able to use his/her vocabulary. A learner who knows grammar is one who has mastered and can apply these rules to express his ideas in a language.

A learner can get the meaning by seeing the sentences construction. The existence of grammar is to enable speaker and listener to get the meaning. Without grammar, ones will have difficulties to communicate because it takes an important role in learner's mind when they attempt to develop sentences into a text. Moreover, Lapalombara, (in Sri Lestari thesis, 1978:xii) says a grammar system is a theory which attempt to describe or explain the sentences of language. Grammatical competence is necessary for communication take place, As Larsen-Freeman (1991) in Brown (1994:348) pointed out, grammar is one of three

dimensions of language that are interconnected. Grammar gives us the form or the structures of language themselves, but those forms are literally meaningless without a second dimension, meaning/semantics; and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses, etc).

From the paragraph above, it is obvious that studying and mastering English grammar are very necessary in order to be able to produce acceptable English sentences. So many Classification of words in English can be grouped into eight classes. These are known as parts of speech. They are nouns, pronouns, verbs, adjectives, adverbs, preposition, conjunction and interjection. Frankly speaking, grammar has permanent role as foundation for communication. In which it not only delivers appropriate message but also gives an order of communication, and underlying sentence clearly. Nunan (1991:153) points out that pedagogical grammars are intended to provide those involved in language teaching (including learners) with information on the grammar of the language for the purposes of teaching and learning, syllabus construction, materials development and so on. One of the components in grammar is adverb.

In relation to the above statement, Surayin in (1999:220) defines adverbs as the word or series of words that describe or add the meaning of the verbs, adjective, the other adverbs or whole of the sentences.

Furthermore, Krohn (1989:89, in Ainun thesis, 2004:2) states that in general adverbs of manner have "ly" ending. Some common exceptions are; good, fast, hard, well, loud. The writer has discovered that many students are still

confused to use adverbs of manner correctly. For example, when the learner was given a question as; 'how does he work?', they still answer the question 'he works hardly', instead of 'he works hard'. Because they still thought that adverbs of manner always ended by "ly". It is very important to the students to know and master about adverbs of manner, because they often find it in English sentences and also in conversation.

From the explanation above, adverbs of manner seem easy to understand, in fact some students still difficult to understand it, even though they have studied the language for long time.

Based on short investigation, the writer found that most of students of SMA N 1 Kateman could not use and did not understand about adverbs of manner. By mastering most of parts of speech especially about adverbs of manner the students of SMA N 1 Kateman will be able to develop sentences correctly. But as long as the writer concerned, although the students' of SMA N 1 Kateman have been thought about adverbs especially adverbs of manner, but in fact their proficiency in using adverbs of manner is still far from the expectation.

From the writer's preparatory study, there are some displeasing which exist at SMA N 1 Kateman during teaching learning process. These can be seen from the following symptoms:

1. Students can not use adverbs correctly.
2. Students do not review the subject dealing adverbs of manner.
3. Students seldom discuss about adverbs of manner.
4. Students do not pay attention to the teacher explanation.

5. Students are not motivated to study about adverbs.

6. Students are not interested in studying about adverbs.

Based on the indication that writer has found in preliminary study, thus the writer is interested in conducting a research entitled: "THE DIFFICULTIES ENCOUNTERED BY THE SECOND YEAR STUDENTS USING ADVERBS OF MANNER IN SENTENCES AT SMA N 1 KATEMAN SEL. GUNTUNG"

## **B. PROBLEM**

Based on the background of the problem above that writer has found. It is clear that some of the second year students at SMA N1 Kateman have some problems using adverbs in sentences.

### **1. Identification of the problem**

1. Do the students get difficulties in using adverbs?
2. Why do most of students still make mistake in using adverbs of manner?
3. How are the students' difficulties in using adverbs of manner?
4. What are difficulties encountered by the students in using adverbs of manner?
5. What are the factors that influence students' difficulties in using adverbs of manner?

### **2. Limitation of the problem**

Based on the identification of the problems stated above, it can be investigated many problems in this research. However, considering the limitation of the writer in term of knowledge, time and finance, thus the writer focuses and limits the problem on the scope of adverbs of manner.

### **3. Formulation of the problem**

Having been limited, thus the writer formulated the problem as follows:

1. What difficulties are encountered by the second year students in making sentences by using adverbs of manner at SMA N 1 Kateman Sei. Guntung?
2. What factors that influence the students' difficult in using adverbs of manner at SMA N 1 Kateman Sei. Guntung?

### **C. Reason of Choosing the Title**

- a. The writer conducts this research to know more about the students' difficulties in using adverbs of manner.
- b. This title is relevant to the writer's status as a student of English Education Department.
- c. As far as the writer is concerned, this problem has not been investigated yet.

### **D. Objectives and Significance of Research**

#### **1. Objectives of the Research**

- a. To find out the students difficulties in using adverbs, especially adverbs of manner and in writing sentences at second year students of SMA N 1 Kateman Sei. Guntung
- b. To know what might make the students difficulty in using adverbs of manner at second year students of SMA N 1 Kateman Sei. Guntung

#### **2. Significance of The Research**

- a. The need of this study is to provide some information about students' difficulties in using adverbs of manner in writing sentences.

- b. This research findings are also expected to be the useful information especially for those who are interested in teaching and learning English.
- c. Improving writer's knowledge in term of adverbs and find out the difficulties in using adverbs.

## **E. THE DEFINITION OF TERMS**

In order to avoid misunderstanding and misinterpretation in reading this paper, it is necessary to define the following terms:

### **1. Difficulties**

Difficulties mean hard to do or to understand about something (A.S Hornby, 1974: 240). In this study, it mean the hardness in understanding about Adverbs of Manner in sentences.

### **2. Adverbs**

Before the definition of adverbs of manner is given, firstly we have to know what is meant by adverbs. According to Hornby (1974:14), an adverbs is a word that answers questions with how, when, where and modifies verbs, adjectives and other adverbs, and the others. Surayin (1999:220) defines adverbs as the word or series of words that describe or add the meaning of the verbs, adjectives, the other adverbs or whole of the sentences. An Adverb is a word used to modify the meaning of a verb, adjective, adverb or an entire sentence (Marcella Frank, 1972: 144) There are many kinds of adverbs classified by meaning, they are:

- a. adverbs of places, direction, and arrangement (here, there, in, out, up, down, firstly, secondly, and the others).
- b. Adverbs of times. They are; now, then, immediately, and soon.
- c. Adverbs of degree, amount, and number. They are; nearly, almost little, once, twice, and others.
- d. Adverbs of manner. They are; well, fast, slowly, and others.

However, the writer will not discuss those adverbs in detail. In fact, the topic that is going to be discussed is adverbs of manner.

### 3. Sentences

A sentence is a full predication containing a subject plus a predicate with a finite verb. (Marcella Frank, 1972: 220). According to Oxford learner's pocket dictionary, sentence is a group of words that expresses a statement, question, etc.





## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. THEORETICAL FRAMEWORK**

##### **1. Concept of Difficulties**

Because English is not our first language, so many problems will be found when we are learning English. As Hornby (1995:322) says difficulty is something that is the state or quality being difficult; the trouble or effort that something involves. So, with this difficulty someone can be confused of catching the points.

Selingker (1992) write that the difficulties in using grammar faced by the second language learners are due to the following:

1. Interfering effect of the first language on second language learning and claimed are emphasized, in its strong from, that the second language learning in primarily, if not exclusively, a process of acquiring whatever items are different from the first language.
2. Limited knowledge of the target language itself, knowledge about the native language, knowledge about the communicative function of language, knowledge about language in general, and language about life, human being, and universe.
3. A system used by the second language learners is based on upon the best attempt of learners to provide order and structure to the linguistic stimuli surrounding them.

4. The form of language the sounds, sound system, grammatical structures, words, and discourse feature-are utilized to accomplish certain intended function of communication.
5. The differences between the structure of the student's native language and that of the target language.
6. Different language set their parameters differently, thereby creating the characteristic grammar for that language.

According to Sukarni and Muspita (1998:51), the symptoms of learning difficulties are either directly or indirectly. It can be seen when the result of learning is under potency that the students has, the result of learning is not balance with what the students has done, and the students cannot do and finish the task of learning activity in certain time, while the others can do it.

Students' difficulties are different between one to another, because each of them has different capability and effort in mastering the lesson. In reference with this statement, Sukarni and Muspita say that there are three kinds of learning difficulties level.

1. The students almost achieve the level of mastery according to criterion referenced. In this case, the students just find difficulties in mastering the difficult part of all the lesson material.
2. The students does not achieve the level of mastery according to criterion referenced because there is previous basic concept has not mastered yet or the process of learning not attractive.
3. The students do not master the learning material at all.

4. **Muhibah Syah (1999:165) states that there are two psychological factors that influence difficulties in learning, they are:**

1. **Internal factor includes interference and lack of ability of the student's psycho-physic, cognitive, and psychomotor character.**

2. **External factor includes influence situation and condition in surrounding, which do not support student's learning activities. It consists of:**

a. **Family environment, that consists of parents, home situation, and family factors.**

b. **Social environment, this factors consist of:**

a). **Mass Media**

b). **The closed friends that show bad influence**

c). **Life style of students' neighborhood .**

c. **School environment**

a). **The condition and the location of school building**

b). **The teacher strategies in teaching and learning process**

c). **The teacher method in teaching is not variation**

d). **Inconvenience relationship between teacher and students**

e). **Incomplete learning facilities at school**

Learning is a process of activity to change the behavior of study subject. There are many factors that influence them. Staton (in Sadirman A.M, 2001:38-40) states that there are six types of psychology factors:

#### 1. Motivation

Someone would succeed in learning, if they have desire to study. These are principle and first law in teaching and learning activity. A desire or support in learning is called motivation.

#### 2. Concentration

Concentration mean to focus entire attention to the condition of learning. In this case, the elements of motivation are very important to help in appearing the process of central focus.

#### 3. Reaction

In learning activity, it is needed the involvement of both physic and mental as a reaction. Thought and muscles have to work harmoniously in order to the subject of learning can be done.

#### 4. Organization

In this case, we need competence of mental to organize stimulus (fact and ideas) to help students organize the fact or ideas in their minds, we need a clear formulation of the aim of learning.

#### 5. Comprehension

It can be motivation as mastery of something by using opinion in comprehension. The students are hoped to get as many as advantages of the matter that was comprehended. Then, it is necessary to emphasize that the

comprehension is dynamic for them. It was hoped that comprehension will make them be creative.

#### 6. Repetition / revision

Forget is one of the bad behaviors in learning, but it is the character of human. To overcome forgetting, we need a revision activity. Reviewing and studying carefully, probably could remember the matters becomes larger.

Based on the definition above, it can be conclude that the students' difficulties is the condition of students that have problem, where they do not able in understanding or mastery something, something here is using adverbs especially adverbs of manner.

#### 2. Adverb of Manner

Adverbs of manner is a word that tells how or in what way something is done or happens. They are usually placed after the main verb of after the object.

For example: He swims **well** (after the main verb)

He plays the flute **beautifully** (after the object)

The little boy behaved **badly**

The birds sang **sweetly**

Basically, adverbs of manner are regularly formed by adding suffix 'ly' to a descriptive adjective. Often these adverbs are formed by adding **-ly** to the end of an adjective:

a. Adjectives ending **-y** change to **-ily**

Example: <u>Adjective</u>	<u>Adverb</u>
Happy	Happily
Ready	Readily
Heavy	Heavily

b. Adjectives ending **-e**, no need to change and **-ly** added.

Example: <u>Adjective</u>	<u>Adverb</u>
Extreme	Extremely
Wise	Wisely
Polite	Politely
Sincere	Sincerely

c. Adjectives ending **-le**, **e** is changed into **-y**.

Example: <u>Adjective</u>	<u>Adverb</u>
Single	Singly
Double	Doubly
Simple	Simply
Possible	Possibly

d. Adjectives ending **-ble** change to **-bly**.

Example: <u>Adjective</u>	<u>Adverb</u>
Capable	Capably
Sensible	Sensibly

Adverbs of manner most often occupy the end position of a clause, where they follow an intransitive verb, or the direct object of a transitive verb.

e.g. We waited patiently for the play to begin.

I sold the strawberries quickly.

In the first example, the adverb of manner patiently follows the intransitive verb waited. And in the second example, the adverb of manner quickly follows the direct object strawberries of the transitive verb sold.

An adverb of manner may be placed at the beginning of a clause. In order to emphasize the idea expressed by the adverb.

e.g. Patiently, we waited for the show to begin.

Quickly, I sold the strawberries.

In these examples, the ideas expressed by patiently and quickly are emphasized.

Adverbs of manner are often placed in the middle position of a clause, particularly when the clause contains no adverb of frequency.

e.g. I slowly opened the door.

I have carefully considered all of the possibilities.

In the first example, the adverb of manner slowly precedes opened, a verb in the simple past. In the second example, the adverb of manner carefully follows the auxiliary have of the verb have considered.

In informal English, adverbs of manner are often placed immediately after the word to of an infinitive. When this is done, the infinitive is referred to as split infinitive.



e.g. I wanted to carefully consider the situation.

In this example, the infinitive to consider is split by the adverb carefully.

However, in formal English, it is considered preferable not to use split infinitive. In formal English, the above example could be written:

I wanted to considered the situation carefully.

## **B. RELEVANT OF THE RESEARCH**

The relevant of the research is a thesis “The Students’ Ability to Identify Adverbs of Manner By Ending “ly” and Descriptive Adjective in Sentences at The Second Year of MAN Dumai” by SRI LESTARI / 19914014855. The result of the research is that the second years students of MAN Dumai in 2003 / 2004 academic year have poor level ability to identify adverbs of manner by ending “ly” and descriptive adjective.

There are many factors that should bring the students into the failure in identifying adverbs of manner by ending “ly” and descriptive adjective.

### **1. From the teacher**

- a. The students have low understanding in grammar components.
- b. The students do not want to ask the teacher when they have difficulties in learning English.
- c. The teacher have limited time to explain more about English grammar.

### **2. From the students**

- a. The students do not have enough competence in identifying adverbs and adjectives in sentences.

- b. The students do not interest to study English about adverbs and adjectives because it is so complicated lesson.
- c. They are lazy to study hard and review their lesson, because they have low motivation in studying.

### **C. THE OPERATIONAL CONCEPT**

The operational concept is the concept to describe about the theoretical framework in this research to avoid misunderstanding. In order to know the students' difficulty encountered by the second year students using adverbs of manner in sentences at SMA N 1 Kateman Sei. Guntung, the writer determines some indicators as follow:

1. The students difficult to understand adverbs of manner correctly
2. The students do something with the trouble several time until they can
3. The students difficult to differentiate between adverbs of manner and adjective ending by 'ly'
4. The students fail in using adverbs of manner several time
5. The students do some mistake in using adverbs of manner



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **The Research Design**

This research is categorized as descriptive study. Arikunto (2005:234) as this research tries to describe students' difficulties in using adverbs of manner in sentences.

#### **A. The location and Time of The Research**

##### **1. The Location of The Research**

The research is located at SMA N 1 Kateman Sei. Guntung, INHIL regency.

##### **2. The Time of The Research**

The research was conducted on May, 2007.

#### **B. The Subject of The Research and Object of The Research**

##### **1. The Subject of The Research**

The subject of this research is the second year students of SMA N 1 Kateman Sei. Guntung.

##### **2. The Object of The Research**

The object of this research is the students' difficulties in using adverbs of manner in writing sentences.

### **C. The Population and Sample of The Research**

#### **1. The Population of The research**

The population of this research is the second year students of SMA N 1 Kateman Sei. Guntung. The students are from Natural Science class. They are 42 students.

#### **2. The Sample of The Research**

Because the population only 42 students, the writer uses total population as sample.

### **D. The Technique of the Data Collection**

#### **1. Test**

The test is used to measure the students' difficulties in using adverbs of manner in write sentences. In this test, the writer use multiple choice test.

#### **2. Questionnaire**

The questionnaire is the data which contains 20 questions for the respondents dealing with the difficulties in using adverbs of manner in write sentences.

### **E. The Technique of the Data Analysis**

The analysis is only in the form of descriptive qualitative. The writer only wants to find out the students' difficulties in using adverbs of manner and in write sentences. Writer uses descriptive formula, which will be taken from the result of the test . The Harahap's formula;

$$S = \frac{R}{N} \times SM$$

S = Individual Score  
 R = Wrong Score  
 N = Number of Items  
 SM = Standard Mark

To analyze the data taken from data collection technique, the writer used qualitative analysis method with percentage (Arikunto, 1998 : 24). To classify score take from the students, the writer used some categories:

The Classification of Score	Categories
76% - 100%	Good
56% - 75%	Fair
40% - 55%	Less
40% - 0%	Bad

The next step, the writer obtain the percentage of difficulties in answering the test by using the formula; (Sudijono, Anas 1994 : 40).

$$P = \frac{\sum fx}{N} \times 100\%$$

Explanation:  
 P= Percentage  
 F= Frequency  
 N= Number of Respondents

Because the frequency more than one, the formula becomes;

$$P = \frac{\sum fx}{N} \times 100\%$$

Explanation:  
 P= Percentage of Difficulties  
 F= Frequency of Difficulties  
 N= Total number of respondents

In addition, to know whether the research is accepted or rejected, the score is analyzed. Here the writer presents the table of each difficulty tested in answering about adverbs of manner . To show the percentage of students who get mistake in answering the items test.



## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### A. DATA PRESENTATION

In this chapter the writer presents the data which has been collected at the second year students of SMA N 1 Kateman Sei. Guntung. The data presented are from the test and questionnaire. They are about students' difficulties in using adverbs of manner in sentences. Test was the instrument to find out the data about students' difficulties in using adverbs of manner in sentences. And questionnaire was instrument to obtain the data about the factors which influence students' difficulties in using adverbs of manner in sentences.

##### 1. Students' Difficulties In Using Adverbs of Manner In Sentences

TABLE I  
THE RESULT OF THE STUDENTS' TEST IN ANSWERING  
ABOUT ADVERBS OF MANNER IN SENTENCES

NO	Correct	Score	Frequency	Percentage	Mistake	Score	Frequency	Percentage
1	19	63.33	3	7.14%	11	36.67	3	7.14%
2	18	60	5	11.90%	12	40	5	11.90%
3	16	53.33	4	9.52%	14	46.67	4	9.52%
4	15	50	1	2.38%	15	50	1	2.38%
5	14	46.67	11	26.19%	16	53.33	11	26.19%
6	13	43.33	6	14.28%	17	56.67	6	14.28%
7	12	40	3	7.14%	18	60	3	7.14%
8	11	36.67	4	9.52%	19	63.33	4	9.52%
9	10	33.33	2	4.76%	20	66.67	2	4.76%
10	9	30	1	2.38%	21	70	1	2.38%



11	8	26.67	1	2.38%	22	73.33	1	2.38%
12	6	20	1	2.38%	24	80	1	2.38%
TOTAL			42	100%			42	100%

Based on the table, the writer concludes that the number of the high correct answer from the test is 19 items with score 63.33. while, the number of the high mistake answer from the test is 24 with the score 80.

**TABLE II**  
**THE RECAPITULATION OF THE STUDENTS' CORRECT ANSWER**  
**IN USING ADVERBS OF MANNER IN SENTENCES**

Degree	Score	Frequency of the students (f)	Percentage
19	63.33	3	7.14%
18	60	5	11.90%
16	53.33	4	9.52%
15	50	1	2.38%
14	46.67	11	26.19%
13	43.33	6	14.28%
12	40	3	7.14%
11	36.67	4	9.52%
10	33.33	2	4.76%
9	30	1	2.38%
8	26.67	1	2.38%
6	20	1	2.38%
TOTAL		42	100%

Based on the table above, the students' correct score in answering in using adverbs of manner in sentences as follows:

1. There are six students who obtained the different score, namely; (63.33), and (40) with the same percentage 7.14%.
2. There are five students who got score 60 with percentage 11.90%
3. There are eight students who gained the different score, namely (53.33), and (36.67) with the same percentage 9.52%.
4. There are four students who obtained the different score, namely (50), (30), (26.67) and (20) with the same percentage 2.38%.
5. There are eleven students who got score 46.67 with percentage 26.19%.
6. There are six students got who score 43.33 with percentage 14.28%.
7. There are two student who got score 33.33 with percentage 4.76%%.

**TABLE III**  
**THE RECAPITULATION OF THE STUDENTS' WRONG ANSWER**  
**IN USING ADVERBS OF MANNER IN SENTENCES**

Degree	Score	Frequency of the students (f)	Percentage
11	36.67	3	7.14%
12	40	5	11.90%
14	46.67	4	9.52%
15	50	1	2.38%
16	53.33	11	26.19%
17	56.67	6	14.28%
18	60	3	7.14%

19	63.33	4	9.52%
20	66.67	2	4.76%
21	70	1	2.38%
22	73.33	1	2.38%
24	80	1	2.38%
TOTAL		42	100%

Based on the table above, the students' wrong score in answering in using adverbs of manner in sentences as follows:

1. There are six students who got the different score, namely; (36.67), and (60), with the same percentage 7.14%.
2. There are five students who got score 40 with percentage 11.90%.
3. There are eight students who got the different score, namely; (46.67), and (63.33) with the same percentage 9.52%.
4. There are four students who got the different score, namely; (50), (70), (73.33) and (80) with the same percentage 2.38%.
5. There are eleven students who got score 53.33 with the percentage 26.19%.
6. There are two students who got score 66.67 with percentage 4.76%.

## **2. The Factors Influence Students' Difficulties In Using Adverbs of Manner**

To analyze the data of the research, two methods are used. They are field study research and library research. Field study research is used to collect the data from the research area, while library research is used to find out some theories, concepts, and information, which support the data of this research. There were 42

students who answered the questionnaire. To know the criteria of the students' difficulties, the criteria were categorized into four classes; very high, high, middle and low.

In this chapter, the writer presents the data of students difficulties' in using adverbs of manner in sentences. The data are presented in the following tables:

**TABLE IV**  
**The Students are Difficult in Understanding Teacher's explanation**

No	Alternative Answers	Frequency	Percentage
1	Always	0	0%
	Often	3	7.14%
	Sometime	34	80.95%
	Never	5	11.90%
	TOTAL	42	100%

Based on the percentage, it is clear that there were 34 students (80.95%) who answered sometime, 5 students (11.90%) answered never, 3 students (7.14%) answered often, and no one answered always.

**TABLE V**  
**The Students Review the Lesson if They Do not Understand at Home**

No	Alternative Answers	Frequency	Percentage
2	Always	6	14.28%
	Often	9	21.42%
	Sometime	22	52.38%
	Never	5	11.90%
	TOTAL	42	100%

It is shown in the table that the students review the lesson if they do not understand at home, there were 22 students (52.38%) who answered sometime, 9 students (21.42%) who answered often, 6 students (14.28%) who answered always, and 5 students (11.90%) who answered never.

**TABLE VI**  
**The Students' Effort to Find Out the Grammar Book**

No	Alternative Answers	Frequency	Percentage
3	Always	3	7.14%
	Often	8	19.04%
	Sometime	16	38.09%
	Never	15	35.71%
	TOTAL	42	100%

The table above shows that 7.14% students answered always, 19.04% students answered often, 38.09% students answered sometime, and 35.71% students answered never have to find out the grammar book.

**TABLE VII**  
**The Teacher Gives Motivation to the Students**

No	Alternative Answers	Frequency	Percentage
4	Always	21	50%
	Often	17	40.48%
	Sometime	4	9.52%
	Never	0	0%
	TOTAL	42	100%

Based on the table above, 50% students answered always, 40.48% students answered often, 9.52% students answered sometime, and no one answered never.

**TABLE VIII**  
**The Students Are difficult To Understand Adverbs of Manner**

No	Alternative Answers	Frequency	Percentage
5	Always	5	11.90%
	Often	3	7.14%
	Sometime	28	66.67%
	Never	6	14.28%
	TOTAL	42	100%

Based on the table above, 11.90% students answered always, 7.14% students answered often, 66.67% students answered sometime, and 14.28% answered never.

**TABLE IX**  
**The Teacher Attracts Students' Attention**

No	Alternative Answers	Frequency	Percentage
6	Very good	6	14.28%
	Good	33	78.57%
	Fairly good	3	7.14%
	Bad	0	0%
	TOTAL	42	100%

Based on the table above, 6 students (14.28%) answered very good, 33 students (78.57%) answered good, 3 students (7.14%) answered fairly good, and no one answered bad.

**TABLE X**  
**The Teacher Gives Lack of Examples About Adverbs of Manner**

No	Alternative Answers	Frequency	Percentage
7	Always	1	2.38%
	Often	6	14.28%
	Sometime	27	64.28%
	Never	8	19.04%
	TOTAL	42	100%

Based on the table above, 1 students (2.38%) who answered always, 6 students (14.28%) who answered often, 27 students (64.28%) who answered sometime, and 8 students (19.04%) who answered never.

**TABLE XI**  
**The Relationship Between Teacher and Students in Learning**

No	Alternative Answers	Frequency	Percentage
8	Very Good	3	7.14%
	Good	9	21.43%
	Fairly Good	28	66.67%
	Bad	2	4.76%
	TOTAL	42	100%

Based on the table above, 3 students (7.14%) who answered very good, 9 students (21.43%) who answered good, 28 students (66.67%) who answered fairly good, and 2 students (4.76%) who answered bad.

**TABLE XII**  
**The Students States That Adverbs of Manner Is A Difficult Material To**  
**Understand**

No	Alternative Answers	Frequency	Percentage
9	Always	1	2.38%
	Often	10	23.81%
	Sometime	25	59.52%
	Never	6	14.28%
	TOTAL	42	100%

Based on the table above, 1 students (2.38%) who answered always, 10 students (23.81%) who answered often, 25 students (59.52%) who answered sometime, and 6 students (14.28%) who answered never.

**TABLE XIII**  
**The Students are Difficult to Study Because of Healthy Obstacle**

No	Alternative Answers	Frequency	Percentage
10	Always	1	2.38%
	Often	2	4.76%
	Sometime	18	42.86%
	Never	21	50%
	TOTAL	42	100%

Based on the table above, 1 students (2.38%) who answered always, 2 students (4.76%) who answered often, 18 students (42.86%) who answered sometime, and 21 students (50%) who answered never.



**TABLE XIV**  
**The Students Makes The Exercise At Home**

No	Alternative Answers	Frequency	Percentage
11	Always	20	47.62%
	Often	19	45.24%
	Sometime	2	4.76%
	Never	1	2.38%
	TOTAL	42	100%

Based on the table above, 20 students (47.62%) who always, 19 students (45.24%) who answered often, 2 students (4.76%) who answered sometime, and 1 students (2.38%) who answered never.

**TABLE XV**  
**The Students' Respond About Teacher's Explanation**

No	Alternative Answers	Frequency	Percentage
12	Very Good	10	23.81%
	Good	32	76.19%
	Fairly Good	0	0%
	Bad	0	0%
	TOTAL	42	100%

Based on the table above, 10 students (23.81%) who answered very good, 32 students (76.19%) who answered good, and no one answered fairly good and bad.

**TABLE XVI**  
**The Material Delivered By The Teacher Can Be Understood**

No	Alternative Answers	Frequency	Percentage
13	Always	11	26.19%
	Often	24	57.14%
	Sometime	7	16.67%
	Never	0	0%
	<b>TOTAL</b>	<b>42</b>	<b>100%</b>

Based on the table above, 11 students (26.19%) who answered always, 24 students (57.14%) who often, 7 students (16.67%) who answered sometime, and no one answered never

**TABLE XVII**  
**The Students Makes the Exercise That Given By the Teacher Dealing**  
**Adverbs of Manner**

No	Alternative Answers	Frequency	Percentage
14	Always	12	28.57%
	Often	14	33.33%
	Sometime	12	28.57%
	Never	4	9.52%
	<b>TOTAL</b>	<b>42</b>	<b>100%</b>

Based on the table above, 12 students (28.57%) answered Always, 14 students (33.33%) answered Often, 12 students (28.57%) answered Sometime, and 4 students (9.52%) answered Never.

**TABLE XVIII**  
**The Students Ask to The Teacher if They Do not Understand**

No	Alternative Answers	Frequency	Percentage
15	Always	8	19.04%
	Often	16	38.09%
	Sometime	15	35.71%
	Never	3	7.14%
	TOTAL	42	100%

Based on the table above, 8 students (19.04%) answered Always, 16 students (38.09%) answered Often, 15 students (35.71%) answered Sometime, and 3 students (7.14%) answered Never.

**TABLE XIX**  
**The Students Lack in Using Adverbs of Manner in Sentences**

No	Alternative Answers	Frequency	Percentage
16	Always	1	2.38%
	Often	12	28.57%
	Sometime	26	61.90%
	Never	3	7.14%
	TOTAL	42	100%

Based on the table above, 1 students (2.38%) who answered always, 12 students (28.57%) who answered often, 26 students (61.90%) who answered sometime, and 3 students (7.14%) who answered never.

**TABLE XX**  
**How The Students Used Adverbs of Manner In Sentences**

No	Alternative Answers	Frequency	Percentage
17	Always	31	73.81%
	Often	7	16.67%
	Sometime	2	4.76%
	Never	2	4.76%
	TOTAL	42	100%

Based on the table above, 31 students (73.81%) who answered always, 7 students (16.67%) who answered often, 2 students (4.76%) who answered sometime, and 2 students (4.76%) who answered never.

**TABLE XXI**  
**How the Students in Understanding the Examples That Given by the Teacher**

No	Alternative Answers	Frequency	Percentage
18	Very Good	1	2.38%
	Good	2	4.76%
	Fairly Good	29	69.05%
	Bad	10	23.81%
	TOTAL	42	100%

Based on the table above, 1 students (2.38%) who answered very good, 2 students (4.76%) who answered good, 29 students (69.05%) who answered fairly good, and 10 students (23.81%) who answered bad.

**TABLE XXII**  
**The Teacher Gives Test to the Learners**

No	Alternative Answers	Frequency	Percentage
19	Always	24	57.14%
	Often	14	33.33%
	Sometime	4	9.52%
	Never	0	0%
	<b>TOTAL</b>	<b>42</b>	<b>100%</b>

Based on the table above, 24 students (57.14%) who answered always, 14 students (33.33%) who answered often, 4 students (9.52%) who answered sometime, and no one answered never.

**TABLE XXIII**  
**The Students States That Their Concentration is Disturbed if They Study at Home**

No	Alternative Answers	Frequency	Percentage
20	Always	25	59.52%
	Often	15	35.71%
	Sometime	1	2.38%
	Never	1	2.38%
	<b>TOTAL</b>	<b>42</b>	<b>100%</b>

Based on the table above, 25 students (59.52%) who answered always, 15 students (35.71%) who answered often, 1 students (2.38%) who answered sometime, and 1 students (2.38%) who answered never.

## **B. DATA ANALYSIS**

At this chapter, the writer present data analysis based on the previous chapter. The writer presents the table of each item of the test. The table shows the percentage of the students who are false in answering the test.

### **1. The Difficulties of students in Using Adverbs of Manner**

The data gotten from questionnaire, had been presented by the writer in the previous chapter will be analyzed in this chapter. Based on the title of the research; The Difficulties Encountered By The Second Year Students Using Adverbs of Manner In Sentences At SMA.N 1 Kateman Sei.Guntung, the writer will analyze the difficulties faced by the students in using adverbs of manner and the factors which influence their difficulties.

To know the students' difficulties in using adverbs of manner, the writer uses the technique of description qualitative with percentage. For this reason, every option must be standardized according to scored criterion that can be categorized as follows:

Option A is categorized as very high and its score is 4

Option B is categorized as high and its score is 3

Option C is categorized as middle and its score is 2

Option D is categorized as low and its score is 1

In order to find out the categories of the students' difficulties in using adverbs of manner in sentences can be seen as follows:

76% - 100% is very high

56% - 75% is high

40% - 55% is middle

Less than 40% is low

The first step in getting qualitative analysis by collecting and classifying each item of questionnaires based on its option a multiplied them by the standardized scores, which had been determined before.

The next step is counting the percentage of the level of students' difficulties in using adverbs of manner in sentences. To find out the percentage, the writer uses the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Total number of respondents

**TABLE XXIV**  
**THE QUESTIONNAIRE RECAPITULATION ON THE STUDENTS'**  
**DIFFICULTIES IN USING ADVERBS OF MANNER IN SENTENCES.**

TABLE	ANSWER CHOICE								TOTAL
	A		B		C		D		
	F	P	F	P	F	P	F	P	
III. 4	0	0%	3	7.14%	34	80.95%	5	11.90%	42 : 100
III. 5	6	14.28%	9	21.43%	22	52.38%	5	11.90%	42 : 100
III. 6	3	7.14	8	19.04	16	38.09	15	35.71	42 : 100
III. 7	21	50	17	40.48	4	9.52	0	0	42 : 100
III. 8	5	11.90	3	7.14	28	66.67	6	14.28	42 : 100

III. 9	6	14.28	33	78.57	3	7.14	0	0	42 : 100
III. 10	1	2.38	6	14.28	27	64.28	8	19.04	42 : 100
III. 11	3	7.14	9	21.43	28	66.67	2	4.76	42 : 100
III. 12	1	2.38	10	23.81	25	59.52	6	14.28	42 : 100
III. 13	1	2.38	2	4.76	18	42.86	21	50	42 : 100
III. 14	20	47.62	19	45.24	2	4.76	1	2.38	42 : 100
III. 15	10	23.81	32	76.19	0	0	0	0	42 : 100
III. 16	11	26.19	24	57.14	7	16.67	0	0	42 : 100
III. 17	12	28.57	14	33.33	12	28.57	4	9.52	42 : 100
III. 18	8	19.04	16	38.09	15	35.71	3	7.14	42 : 100
III. 19	1	2.38	12	28.57	26	61.90	3	7.14	42 : 100
III. 20	31	73.81	7	16.67	2	4.76	2	4.76	42 : 100
III. 21	1	2.38	2	4.76	29	69.05	10	23.81	42 : 100
III. 22	24	57.14	14	33.33	4	9.52	0	0	42 : 100
III. 23	25	59.52	15	35.71	1	2.38	1	2.38	42 : 100
<b>TOTAL</b>	190	-	255	-	303	-	92	-	-

The table above, describes that option A has 190, option B has 255, option C has 303, and option has 92. Therefore, the total answers of the data (N) is 840.

To find out the total standardized score on every option of questionnaire is by multiplying value from the data above, the total respondents who answered each option. The calculation of the data can be seen as follows:

$$\text{Option A, } 190 \times 4 = 760$$

$$\text{Option B, } 255 \times 3 = 765$$



Option C,  $303 \times 2 = 606$

Option D,  $92 \times 1 = 92$

From the calculation, the value of (F) is  $760 + 765 + 606 + 92 = 2223$ , and the value of (N) is  $190 + 255 + 303 + 92 = 840$ .

To determine the percentage level of the students difficulties in using adverbs of manner in sentences, the writer used the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2223}{840} \times 100\%$$

$$P = 264.64\%$$

To find out the number of the questionnaires option is by dividing the percentage of the data from percentage of qualitative result, as follows:

$$P = 264.64 : 4 = 66.16\%$$

By examining the level of standard percentage of the students' difficulties in using adverbs of manner in sentences, the level of 66.16% is located at the category of 56% - 75% and classified as high. Therefore, the writer can conclude that the students' difficulties in using adverbs of manner in sentences at SMA.N 1 Kateman Sei. Guntung is high.

## **2. The Factors Influence Students Difficulties in Using Adverbs of Manner**

From the data in the table can be computed the percentage of respondents' mistake in answering the test that was dealing with adverbs of manner. The

computed percentage is use as references to their difficulty in understanding adverbs of manner.

1. **The students' Difficulties to Differentiate Between Adverbs Made From an Adjective + ly and Adjective ended by ly**

**TABLE XXV**  
**The Percentage of the Students' Difficulties to Understand in Answering the Test to Differentiate Between Adverbs Made From An Adjective + Ly And Adjective Ended by ly**

Degree	Score	Frequency of Students	Fx	Percentage
5	100	0	0	0%
4	80	2	160	4.76%
3	60	15	900	35.71%
2	40	16	640	38.09%
1	20	9	180	21.43%
0	0	0	0	0%
		42	1880	

Table above describes that there was none of the students got score 100, two students or 4.76% got score 80, fifth-teen students or 35.71% got score 60, sixteen students or 38.09% got score 40, nine students or 21.43% got score 20 and there was none of the students got score 0.

Furthermore, from the table above can be concluded that two students or 4.76% are in very serious difficulty level, fifth teen students or 35.71% are in serious difficulty level, sixteen students or 38.09% are in less serious difficulty level, nine students or 21.43% are in unserious difficulty level, and none of the students is easy to differentiate between Adverbs made from an adjective + ly and adjective ended by ly.

The writer counted the average difficulty level to differentiate between Adverbs made from an adjective + ly and adjective end by ly.

$$P = \frac{\sum fx}{n} \times 100\%$$

N

$$P = \frac{1880}{42} \times 100\%$$

$$P = 44.76\%$$

This percentage shows us that the students faced difficulty to differentiate between Adverbs made from an adjective + ly and adjective ended by ly.

## 2. The Difficulties of the Students in Understanding Adverbs of Manner

**TABLE XXVI**  
**The Percentage of the Students' Difficulties to Understand in Answering the Test to Understanding Adverbs of Manner**

Degree	Score	Frequency of Students	Fx	Percentage
5	100	0	0	0%
4	80	19	1520	45.24%
3	60	17	1020	40.47%
2	40	4	160	9.52%
1	20	2	40	4.76%
0	0	0	0	0%
		42	2740	

Table above describes that there was none of the students got score 100, nineteen students or 45.24% got score 80, seventeen students or 40.47% got score 60, four students or 9.52% got score 40, two students or 4.76% got score 20, and there was none of the students got score 0.

Furthermore from the table above it can be concluded that nineteen students or 45.24%, are very serious difficulty level, seventeen students or 40.47% are in serious difficulty level, four students or 9.52% are in less serious difficulty level, two students or 4.76% are in unserious difficulty level; and none of the students is easy to understand adverbs of manner.

The writer counted the average difficulty level to understand adverbs of manner;

$$P = \frac{\sum fx}{N} \times 100\%$$

$$P = \frac{2740}{42} \times 100\%$$

$$P = 65.23\%$$

This percentage shows us that the students faced difficulty to understand adverbs of manner.

### 3. Difficulties of the Students to Make a Good Sentence by Using Adverbs of Manner

TABLE XXVII  
The Percentage of the Students' Difficulties to Make A good Sentence By Using Adverbs of Manner

Degree	Score	Frequency of Students	Fx	Percentage
5	100	1	100	2.38%
4	80	20	1600	47.62%
3	60	9	540	21.43%
2	40	7	280	16.67%
1	20	5	100	11.90%
0	0	0	0	0%
		42	2620	

Table above shows that one students or 2.38% got score 100, twenty students or 47.62% got score 80, nine students or 21.43% got score 60, seven students or 16.67% got score 40, five students or 11.90% got score 20 and there is none of the students got score 0.

The table above also shows that one student or 2.38% is in very serious difficulty level, twenty students or 47.64% are in serious difficulty level, nine students or 21.43% are in less serious difficulty level, five students or 11.90% are in unserious difficulty level, and there is none of the students is easy to make a good sentence by using adverbs of manner.

The writer counted the average difficulty level to make a good sentence by using adverbs of manner;

$$P = \frac{\sum fx}{N} \times 100\%$$

$$P = \frac{2620}{42} \times 100\%$$

$$P = 62.38\%$$

This percentage shows us that the students faced difficulty to make a good sentence by using adverbs of manner.

#### 4. The Students' Difficulties in Differentiating Between Adverbs of Manner and Adverbs of Frequency

TABLE XXVIII  
The Percentage Score of the Students' Difficulties to Differentiate Between  
Adverbs of Manner And Adverbs of Frequency

Degree	Score	Frequency of Students	Fx	Percentage
5	100	1	100	2.38%
4	80	14	1120	33.33%
3	60	5	300	11.90%
2	40	16	640	38.09%
1	20	6	120	14.28%
0	0	0	0	0%
		42	2280	

Table above also show that one students or 2.38% got score 100, fourteen students or 33.33% got score 80, five students or 11.90% got score 60, sixteen students or 38.09% got score 40, six students or 14.28% got score 20 and there was none of the students got score 0.

The table above shows that one student or 2.38% is in very serious difficulty level, fourteen students or 33.33% are in serious difficulty level, five students or 11.90% are in less serious difficulty level, six students or 14.28% are in unserious difficulty level, and there is none of the students is easy to differentiate between adverbs of manner and adverbs of frequency.

The writer counted the average difficulty level to differentiate between adverbs of manner and adverbs of frequency;

$$P = \frac{\sum fx}{N} \times 100\%$$

$$P = \frac{2280}{42} \times 100\%$$

$$P = 54.28\%$$

This percentage shows us that the students faced difficulty to differentiate between adverbs of manner and adverbs of frequency.

5. Difficulties of the Students in Identifying Adverbs of Manner in Sentence.

TABLE XXIX  
The Percentage Score of the Students' Difficulties to Identify Adverbs of Manner in Sentence

Degree	Score	Frequency of Students	Fx	Percentage
5	100	0	0	0%
4	80	5	400	11.90%
3	60	9	540	21.43%
2	40	18	720	42.86%
1	20	10	200	23.80%
0	0	0	0	0%
		42	1860	

Table above describes that there was none of the students got score 100, five students or 11.90% got score 80, nine students or 21.43% got score 60, eighteen students or 42.86% got score 40, ten students or 23.80% got score 20 and there is none of the students got score 0.

Furthermore, it can be concluded that five students or 11.90% are in very serious difficulty level, nine students or 21.43% are in serious difficulty level, eighteen students or 42.86% are in less serious difficulty level, ten students or 23.80% are in unserious difficulty level, and none of the students is easy to identify adverbs of manner in sentence.

The writer counted the average difficulty level to identify adverbs of manner in sentence.

$$P = \frac{\sum fx}{N} \times 100\%$$

$$P = \frac{1860}{42} \times 100\%$$

$$P = 44.28\%$$

This percentage shows us that the students faced difficulty to identify adverbs of manner in sentence.

**6. The students' Difficulties in determining adverbs in sentences**

**TABLE XXX**  
**The Percentage Score of the Students' Difficulties to Determine Adverbs in Sentences**

Degree	Score	Frequency of Students	Fx	Percentage
5	100	0	0	0%
4	80	15	1200	35.71%
3	60	9	540	21.43%
2	40	5	200	11.90%
1	20	13	260	30.95%
0	0	0	0	0%
		42	2200	

Table above describes that there was none of the students got score 100, fifteen students or 35.71% got score 80, nine students or 21.43% got score 60, five students or 11.90% got score 40, thirteen students or 30.95% got score 20 and there was none of the students got score 0.

Furthermore, it can be concluded that fifteen students or 35.71% are in very serious difficulty level, nine students or 21.43% are in serious difficulty level, five students or 11.90% are in less serious difficulty level, thirteen students or 30.95% are in unserious difficulty level, and none of the students is easy to determine adverbs in sentences.

The writer counted the average difficulty level to determine adverbs in sentences;

$$P = \frac{\sum fx}{N} \times 100\%$$



$$P = \frac{2200}{42} \times 100\%$$

$$P = 52.38\%$$

This percentage shows us that the students faced difficulty to determine adverbs in sentences.

**TABLE XXXI**  
**The Recapitulation Score of The Students' Difficulties in Answering**

No	The Difficulties in Answering the Test By Using Adverbs of Manner	$\Sigma fx$	Percentage
1	The students' difficulties to differentiate between Adverbs made from an adjective + ly and adjective ended by ly	1880	44.76%
2	The Difficulties of the students in understanding adverbs of manner	2740	65.23%
3	Difficulties of the Students to Make a Good Sentence by Using Adverb of Manner	2620	62.38%
4	The students' difficulties in differentiating between adverbs of manner and adverbs of frequency	2280	54.28%
5	Difficulties of the students in identifying adverbs of manner in sentence	1860	44.28%
6	The students' difficulties in determining adverbs in sentences	2200	52.38%

The table recapitulation shows the total frequency score of the students' difficulties to differentiate between Adverbs made from an adjective + ly and adjective ended by ly is 1880. The total frequency score of the students' difficulties in understanding adverbs of manner is 2740. The total frequency score of the students' difficulties to make a good sentence by using adverbs of manner is 2620. The total frequency score of the students' difficulties in differentiating between adverbs of manner and adverbs of frequency is 2280. The total frequency

score of the students' difficulties in identifying adverbs of manner in sentence is 1860. Than the total frequency score of the students' difficulties in determining adverbs in sentences is 2200.

Based on the table above the writer counted the percentage of the students' difficulties in answering the test by using adverbs of manner by using formula;

$$P = \frac{\sum fx}{N} \times 100\%$$

$$P = \frac{1880+2740+2620+2280+1860+2200}{6 \times 42} \times 100\%$$

$$P = \frac{13580}{252} \times 100\%$$

$$P = 53.88\%$$

By examining the level of standard percentage of the students' difficulties faced by the students in answering the test, the level percentage is 53.88% it is located on the category of 40 – 55%; it means less serious difficulty level.

Learning is a process of activity to change the behavior of study subject, there are many factors that influenced them. Staton (in Sadirman A.M, 2001:38-40) states that there are six types of psychology factors:

#### 1. Motivation

Someone would succeed in learning, if they have desire to study. These are principle and first law in teaching and learning activity. A desire or support in learning is called motivation.

## 2. Concentration

Concentration mean to focus entire attention to the condition of learning. In this case, the elements of motivation are very important to help in appearing the process of central focus.

## 3. Reaction

In learning activity, it is needed the involvement of both physic and mental as a reaction. Thought and muscles have to work harmoniously in order to the subject of learning can be done.

## 4. Organization

In this case, we need competence of mental to organize stimulus (fact and ideas) to help students in order to organize the fact or ideas in their minds, we need a clear formulation of the aim of learning.

## 5. Comprehension

It can be motivation as mastery of something by using opinion in comprehension. The students are hoped to get as many as advantages of the matter that was comprehended. Then, it is necessary to emphasize that the comprehension is dynamic for them. It is hoped that comprehension will make them be creative.

## 6. Repetition / revision

Forget is one of the bad behaviors in learning, but it is the character of human. To overcome forgetting, we need a revision activity. Reviewing and studying carefully, probably could remember the matters becomes larger.

Based on the above factors, the students have low motivation in learning English especially, in using adverbs of manner in sentences. They also not concentrated when the teacher gave explanation to them. Even they concentrated, the lesson will not be so long in their minds.



## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Conclusion on the research finding , it is concluded that the students of natural science department of SMA N 1 KATEMAN, Sei. Guntung Indragiri Hilir face some difficulties in using adverbs of manner in sentences.

In addition, there are two factors that influenced the students' difficulties in using adverbs of manner in sentences, namely; internal and external factors. Internal factors includes motivation, concentration, reaction, organization, comprehension and repetition.

Based on the internal factors above, the students have low motivation in learning English, especially in understanding adverbs of manner. They also do not concentrate when the teacher give explanation dealing with adverbs of manner. Students' difficulties are different between one to another, because each of them has different capability and effort in mastering the lesson.

By examining the level of standard percentage of the students' difficulties in using adverbs of manner in sentences, the level of 66.16% is located at the category of 56% - 75% and classified as high. Therefore, the writer can conclude that the students' difficulties in using adverbs of manner in sentences at SMA.N 1 Kateman Sei. Guntung is high.

And the are some factors that influence the students' difficulties in using adverbs of manner, they are internal factor and external. They also not concentrated when the teacher give explanation to them. Even they concentrated,

the lesson will not be so long in their minds. By examining the level of standard percentage of the students' difficulties faced by the students in answering the test, the level percentage is 53.88% it is located on the category of 40 – 55%; it means less serious difficulty level.

#### **B. Suggestion**

The following suggestion are addressed to the students, teachers and institution. For the students, it is expected that they have to increase their ability in using adverbs of manner in sentences. They also must have hard effort to improve their motivation in studying English, especially in understanding adverbs of manner.

For the teacher, the result of this study is expected as a feedback in improving their teaching process, especially English teaching. For institution, by knowing the students' factors that make students face difficulties in using adverbs of manner in sentences, it must prepare enough books in the library.

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